DOCUMENT RESUME

ED 322 793 FL 800 207

TITLE	Family English Literacy Network, 1986-1989. Three Year Summary Evaluation Report.
INSTITUTION	Florida International Univ., Miami. Coll. of Education.
SPONS AGENCY	Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE	90
CONTRACT	G008635268
NOTE	65p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Education; *English (Second Language); *Family Programs; Interviews; Limited English Speaking; *Literacy Education; *Outcomes of Education; Parent Participation; *Program Effectiveness; *Program Evaluation; Second Language Instruction
IDENTIFIERS	*Family English Literacy Network; Florida International University

ABSTRACT

A 3-year summary evaluation report is presented concerning the success of the Family English Literacy Network (FELN) project of Florida International University. The report addresses the following questions: (1) Did the project meet its proposed objectives in a timely fashion? (2) Did the project participants demonstrate a significant increase in English language skills as measured by the California Adult Student Assessment System (CASAS) system? (3) Did the project participants demonstrate a significant increase in school involvement activities after participation in the program as measured by the parent inventory? (4) Did the project participants demonstrate a significant increase in knowledge and skills in parenting as measured by the parent test? The evaluation of this project consisted of a process evaluation of the project's implementation and progress towards its stated goals, and a product evaluation of the results of testing efforts designed to measure the effectiveness of the instructional program. Data were collected through interviews, reviews of documentation of project activities, reviews of documentation relating to the literacy task force and symposium, and compilation and analysis of the demographic, parent, and CASAS test data for project participants. The results indicated that FELN had achieved its goals for the project period. (GLR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED322793

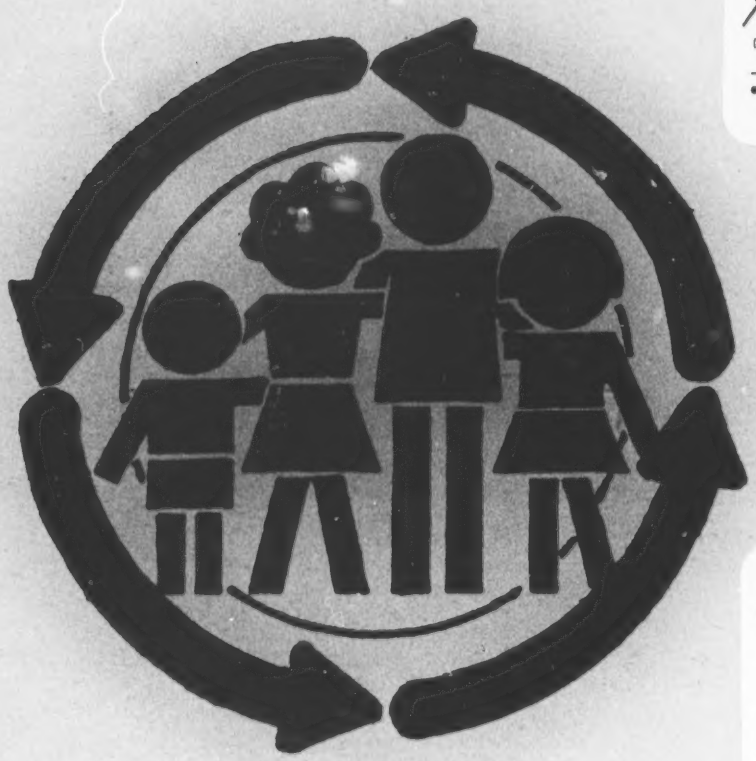
FAMILY ENGLISH LITERACY NETWORK PROGRAM

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Garcia

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EVALUATION REPORT

COLLEGE OF EDUCATION
FLORIDA INTERNATIONAL UNIVERSITY

FL800209

BEST COPY AVAILABLE

THREE YEAR SUMMARY EVALUATION REPORT
OF THE
FAMILY ENGLISH LITERACY NETWORK

1986-1989

GRANT #G008635268

DELIA C. GARCIA
PROJECT DIRECTOR

DEBORAH J. HASSON
COORDINATOR

PATTY BARKER LEBLANC, Ph.D.
EVALUATOR

COLLEGE OF EDUCATION

FLORIDA INTERNATIONAL UNIVERSITY

TABLE OF CONTENTS

Executive Summary i

Description of the Project 1

Evaluation Questions and Design 4

Results 5

Summary 28

APPENDICES

Appendix 1
FELN Competencies 29

Appendix 2
HELP Test 41

Appendix 3
Parent Involvement Inventory 43
Parent Questionnaire 44

Appendix 4
Qualifications of Administrative and Instructional Personnel 49

Appendix 5
Miami Herald Article 51

References 53

EXECUTIVE SUMMARY

DESCRIPTION OF THE PROJECT

The Family English Literacy Network (FELN) project was funded by the Office of Bilingual and Minority Language Affairs in the U.S. Department of Education for a grant period of three years from 1986-1989. The grant was housed in the College of Education at Florida International University in Miami, Florida.

The purpose of this project was to provide ESOL/ literacy and parent involvement instruction to recently immigrated Haitian and Hispanic parents of school age children in Dade and Broward counties . The following objectives were cited in the project proposal:

1) At least 60% of the parents will demonstrate a significant increase in ESOL/literacy when measured with the CASAS Life Skills Achievement Tests on a pre/post basis.
2) At least 80% of the participating parents will demonstrate an increase in the number of parent involvement activities when surveyed on a pre/post basis.
3) At least 60% of the twenty selected school personnel from Dade and Broward counties will demonstrate a significant gain in pre/post measures after participating in the CASAS training component.
4) At the end of the project year, a detailed processs evaluation will be submitted to the funding agency specifying the monitoring process of the proposed program.
5) Establish a task force on illiteracy designed to promote coordination and cooperation among agencies.
6) Coordinate an annual symposium on issues of illiteracy and models of interagency coordination and parental involvement. Proceedings from such conferences will be published and disseminated nationally.

The intervention consisted of competency-based curricula combining ESOL/literacy instruction with parenting and school involvement instruction. Four levels of ESOL instruction were offered: literacy, Level A (beginning), Level B (intermediate), and Level C (advanced). Emphasis was placed on "real-life" activities to enhance English language development and participation in school activities. Measurement of progress was assessed by the California Adult Student Assessment System (CASAS), which consisted of a series of standardized pre and posttests with items correlated to specific competencies for adult ESOL education. Each level was designed to provide a minimum of 64 hours of language instruction as well as a minimum of 10 hours of parenting instruction. Parenting instruction included issues designed to develop skills which would enable parents to become more involved in the educational process of their school age children.

EVALUATION QUESTIONS AND DESIGN

The following evaluation questions were addressed in this report:

1) Did the project meet its proposed objectives in a timely fashion?
2) Did the project participants demonstrate a significant increase in English language skills as measured by the CASAS system?
3) Did the project participants demonstrate a signficant increase in school involvement activities after participation in the program as measured by the parent inventory?
4) Did the project participants demonstrate a significant increase in knowledge and skills in parenting as measured by the parent test?

The evaluation of this project consisted of a process evaluation of the project's implementation and progress towards its stated goals and a product evaluation of the results of testing efforts designed to measure the effectiveness of the instructional program. Data were collected by means of interviews with the project director and project coordinator, review of documentation of project activities including instructional and networking activities, review of documentation relating to the literacy task force and symposium, and compilation and analysis of the demographic, parent, and CASAS test data for project participants.

SUMMARY OF RESULTS

The Family English Literacy Network project achieved its proposed objectives during the grant period. The project served over 550 adult ESOL students during the three-year period, and each year saw statistically significant gains in English language development after instruction. In addition, project students participated in a parent education/involvement component. The effectiveness of the instruction was validated when parents showed positive and significant gains on a parent involvement inventory which measured their degree of participation in school related activities. A parent questionnaire pertaining to specific knowledge about the educational system was administered to project participants obtaining significant gains in all three years. The project also validated a model for reducing attrition common to most adult education programs through the provision of free child care during class time, weekly newsletters to participants, and follow up phone calls to absent students. The project served as a testing site for the California Adult Student Assessment System and was instrumental in introducing the system to the adult education departments in Dade and Broward counties who are adopting the system for their adult ESL education courses. Project staff developed a number of excellent products, including a curriculum guide and accompanying lesson plans for beginning, intermediate, and advanced ESOL adult learners. The project director was actively involved in a task force on literacy, and assisted in promoting awareness of literacy needs in the community. The project sponsored a symposium on adult literacy and parent involvement and published the proceedings for dissemination nationally. In short, the project met all its objectives, provided invaluable service to the adult/ESOL population in south Florida and the nation, and built the capacity of the university and other adult education programs to enhance their instruction.

DESCRIPTION OF THE PROJECT

The Family English Literacy Network (FELN) project was funded by the U.S Office of Bilingual Education and Minority Languages Affairs (OBEMLA) for a period of three years from 1986-1989. The grant was housed in the College of Education at Florida International University. The purpose of this project was to provide ESL/literacy and parent involvement training to recently immigrated Haitian and Hispanic parents of school-age children in Dade and Broward Counties, Florida.

The project exemplified unique features of design in instruction (methodology), management, and delivery systems. The cornerstone of this comprehensive training program was embodied in its educational plan and its network approach to providing needed services to the parent population.

The curriculum concentrated on building the skills of parents within a design relevant to the specific needs of this population. This integrated approach consisted of providing instruction to parents at various levels of literacy/ESL proficiency while devoting specific hours of instruction to topics of parenting (affective domain), school involvement, and experiential activities with their LEP children, related to the acquisition of basic skills.

Instructional activities exemplified a competency based approach. Competency based instruction is designed to bring each participant to a pre-set standard of performance on a well-defined task or competency. The model emphasized the development of cultural knowledge and the listening, speaking, reading and writing skills necessary to function in a new society, concentrating on enabling students to perform such tasks as: applying for a job, making a medical appointment, interpreting newspaper advertisements, opening a bank account and other related activities.

The educational design provide d for assessment and placement procedures and provision of specific instruction. The assessment process consisted of administering specific oral, listening and written tests utilized to determine the level of placement. Four levels of ESL instruction were offered: Level P (literacy), Level A (beginning), Level B (intermediate), and Level C (advanced). Competencies addressed at each instructional level are displayed in Appendix 2. Emphasis was placed on "real-life" activities to enhance English language development. Measurement of progress was assessed by the Comprehensive Adult Student Assessment System (CASAS), which consisted of a series of standardized pre and posttests with items correlated to specific competencies for adult ESL education. The literacy component was measured via the Henderson-Moriarty ESL/Literacy Placement (HELP) Test.

Following initial placement, participants received a minimum of sixty-four hours of language instruction and a minimum of ten hours of parenting/school involvement training, including experiential activities with their children. This component of the training sessions was provided in the students'

native language for the lower levels and in a bilingual and/or English only format for the more advanced levels.

The training curriculum and methodology used as the basis for the parenting/school involvement component provided Hispanic and Haitian parents with the skills necessary to participate more fully in the educational process of their LEP children. Such instruction assisted parents in developing specific competencies which enabled them to play a more active role in such school activities as:

a. tutoring volunteers;
b. members of their children's schools' or county wide Parent Advisory Committee;
c. members of the Parent Teacher Associations (PTAs); and
d. participants in other school-related activities within their children's schools, including inter-cultural events, holiday programs, or any other school-related activity.

Topics within the parenting/school involvement curriculum included:

Parenting

Effective parenting
Review of child-rearing techniques
Parent-child communication
Human relations
Cultural pluralism: issues related to the adaptation process
Importance of being bilingual and bicultural
Discipline and your child
Contracting with children
Dependence vs. independence
Comparison of traditional Hispanic child-rearing practices vs. Anglo
Increasing a child's self esteem

Introduction to the School System

Structure of the school administration
Services offered by the school
Comparison of Latin educational system and American system
Grading system
State adopted minimal basic skill which all children must master for grade promotion
Goals of American education
Study techniques

Reading, Writing, and Math

Introduction to the process of reading, writing, and math
Description of reading, writing, and math programs in Broward and Dade Counties
Minimum school objectives in each area
Learning how to use materials that further reading, writing, and math
Exercises/activities with the children

Management of the program entailed the field testing of an interagency coordination model in the provision of services to the target population. This model stressed the establishment of specific linkages between an institution of higher education (IHE), local educational agencies (LEAs) and community based organizations (CBOs) in multiple counties in Florida. The project created partnerships between these entities in an effort to maximize the reciprocal benefits that can be obtained from such collaborative efforts.

Another unique feature of this parent training program included the recruitment techniques which were utilized to address the attrition rate often encountered by adult education programs. The approach included the utilization of personnel (hired on an hourly basis to maximize cost effectiveness) to conduct daily telephone calls to parents, the provision of child-care services when the parents attend the evening classes, the use of school channels to disseminate information and weekly letters.

The following objectives were developed to measure the effectiveness of the project:

1) At least 60% of the parents will demonstrate a significant increase in ESL/literacy when measured with the CASAS Life Skills Achievement Tests on a pre/post basis.

2) At least 80% of the participating parents will demonstrate an increase in the number of parent involvement activities when surveyed on a pre/post basis.

3) At least 60% of the twenty selected school personnel from Dade and Broward Counties will demonstrate a significant gain in pre/post measures after participating in the CASAS training component.

4) At the end of the project period, a detailed process evaluation will be submitted to the fundin agency specifying the monitoring process of the proposed program.

5) Establish a task force on illiteracy designed to promote coordination and cooperation among

agencies.

6) Coordinate the second annual symposium on issues of literacy, models of interagency coordination and parental involvement. Proceedings from such conference will be published and disseminated nationally.

EVALUATION QUESTIONS AND DESIGN

The following evaluation questions were addressed in this report:

1) Did the project meet its proposed objectives in a timely fashion?

2) Did the project participants demonstrate a significant increase in English language skills measured by the CASAS system?

3) Did the project participants demonstrate a signficant increase in school involvement activities after participation in the program as measured by the parent inventory?

4) Did project participants demonstrate a significant increase in knowledge and skills in parenting as measured by the Parent Questionnaire?

The evaluation of this project consisted of a process evaluation of the project's implementation and progress toward its stated goals and a product evaluation of the results of testing efforts designed to measure the effectiveness of the instructional program.

Data were collected by means of interviews with the project director and project coordinator, review of documentation of project activities including instructional and networking activities, review of documentation relating to the literacy task force and symposium, and compilation and analysis of the demographic, parent, and CASAS test data for project participants.

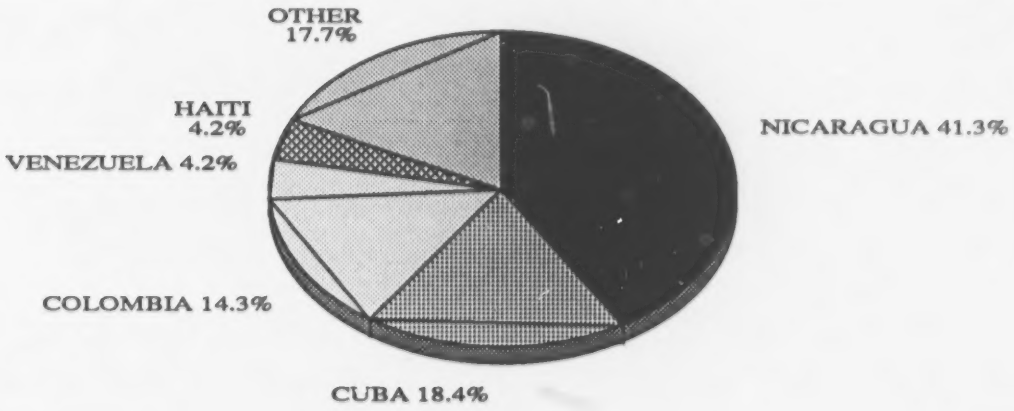
RESULTS

DEMOGRAPHIC INFORMATION

Demographic data on project participants was compiled from the project's documentation on a yearly basis. A demographic profile of the participants reveals that approximately 550 peoplecompleted the training cycles during the three year grant period. Most (94%) were Spanish speakers and the majority were from the countries of Nicaragua (41.3%), Cuba (18.4%), and Colombia (14.3%). Figure 1 contains a breakdown of the countries represented by the program's participants. Other countries included Argentina, Bolivia, Brazil, Chile, Costa Rica, the Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Italy, Mexico, Morocco, Panama, Peru, Portugal, Puerto Rico, Santo Domingo, Spain and Uruguay.

FIGURE 1

PARTICIPANTS' COUNTRY OF ORIGIN
1986-1989



The majority of the participants who completed the course were females (76%), with males totaling 24% (see Figure 2). Information on the numbers of years in the United States was also examined for each project year. Table 1 displays the compilation of this information. The age breakdown in Figure 3 reveals that the individuals who attended were concentrated primarily between the groups of 36-45 years of age (38.6%) and 26-35 years of age (27.6%).

FIGURE 2
GENDER OF PARTICIPANTS
1986-1989

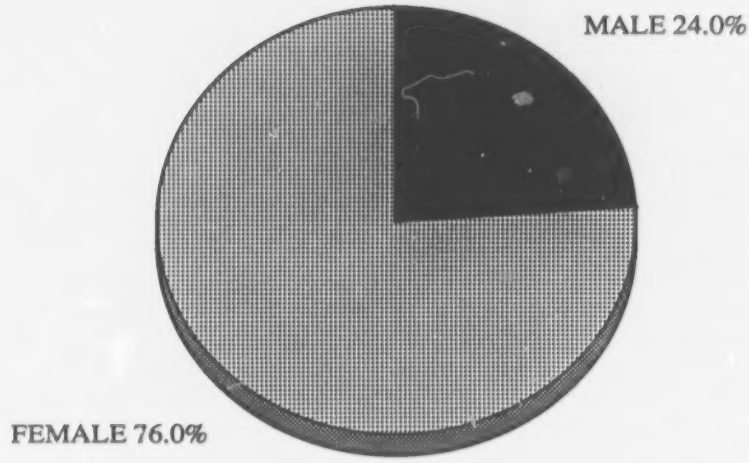


TABLE 1

PROJECT PARTICIPANTS BY NUMBER OF YEARS IN THE U.S.*

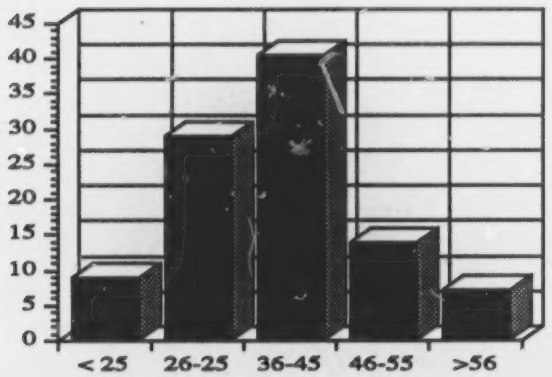
Number of years in U.S.	Year 1	Year 2	Year 3
1 year or less	32%	21%	33%
2 to 5 years	28%	39%	53%
6 to 10 years	23%	36%	10%
11 to 20 years	15%	4%	4%

(n=433)

*The reader will note that the summed percentages on this table and on subsequent tables do not always total 100%. This fact is due to rounding error.

FIGURE 3

AGE OF PARTICIPANTS
1986-1989



A variety of educational levels was observed among project participants (see Table 2). Generally, the project participants were a fairly well-educated group of immigrants, with an overall average of 38% having a high school diploma and 37% having attended college and/or having a college degree.

TABLE 2

EDUCATIONAL LEVEL OF PROJECT PARTICIPANTS

Educational Level	Year 1	Year 2	Year 3
Elementary	3%	15%	4%
Secondary	24%	14%	15%
High School Grad	40%	36%	37%
Some College	31%	15%	20%
College Grad	2%	19%	24%

(n=470)

The educational level of the participants reflects a general trend characteristic of the newly entrant Nicaraguan population which contituted the majority of the project participants. This

first migration (over 75,000 individuals within the last four years) has been classified as possessing higher educational skills than those arriving from such countries as Haiti, El Salvador and other Latin American countries.

The occupations of participants were tallied each project year and categorized. Table 3 displays the compilation of these categories and the percentages of participants represented. The category called domestic refers to people naming their occupations as maids, maintenance workers, child care workers, etc. The service category refers to people involved in service related occupations such as restaurant workers, clerks, and so forth. The category of technical/trade refers to those people involved in occupations requiring technical and/or trade skills such as medical technicians, electricians, and computer operators. The other categories should be self-explanatory.

TABLE 3

OCCUPATIONS OF PROJECT PARTICIPANTS

Occupational Category	Year 1	Year 2	Year 3
Unemployed	3%	4%	0%
Domestic	4%	7%	6%
Service	29%	26%	28%
Agric/Fishing	0%	3%	0%
Tech/Trade	11%	20%	22%
Homemaker	33%	26%	33%
Student	6%	0%	0%
Professional	13%	14%	13%

(n=484)

The majority of the project participants' occupations were service and/or technical/trade related, with a sizeable group of people who were homemakers. The percentage of professional people was balanced across the three years.

A total of 406 children were cared for during the three year period by hourly paid personnel hired by the project while parents attended project classes. The mean age of participants' children in Year 1 was 10.5 years. In Year 2, the mean age was 9.3 years and 10.6 years of age in Year 3.

Project participants were asked to rate their adjustment and their children's adjustment to life in the United States. The results of their responses are reported in Table 4.

TABLE 4

PROJECT PARTICIPANTS' ADJUSTMENT

	Year 1	Year 2	Year 3
Adapt. to Customs	(n=145)	(n=133)	(n=174)
Well to Very Well	61%	94%	86%
Fairly Well	32%	6%	10%
Not Well	6%	0%	4%
Adapt. to Culture	(n=133)	(n=139)	(n=158)
Easily to Very Easily	52%	87%	65%
Somewhat Difficult	12%	6%	8%
Very Difficult	36%	6%	27%
Child's Adapt.	(n=118)	(n=101)	(n=147)
Well to Very Well	89%	89%	79%
Fairly Well	6%	2%	10%
Not Well	5%	9%	11%

The majority of project participants throughout the years reported that they had adapted easily to the customs and to the culture ofthe United States. The children experienced similar assimilation patterns.

This probably can be attributed to the existing Latin enclave in South Florida which facilitates the transition of new Spanish-speaking immigrant groups.

PERFORMANCE OBJECTIVES

OBJECTIVE 1: AT LEAST 60% OF THE PARENTS WILL DEMONSTRATE A SIGNIFICANT INCREASE IN ESL/LITERACY WHEN MEASURED WITH THE CASAS LIFE SKILLS ACHIEVEMENT TESTS ON A PRE/POST BASIS.

The CASAS assessment system is a standardized, competency based system used to measure progress over time in reading and listening skills. Content validity was established by means of item review by a group of experienced and expert adult educators who defined the content areas and objectives to be assessed at each program level. Internal validity was established field testing items, revising them, and further field testing to establish the item validity and difficulty. The KR-20 correlation coefficients established for the 21 life skills tests ranged from .80 to .90, thus determining reliability.

Project participants were given a placement test to determine the appropriate level of instruction. Each student was administered corresponding CASAS pre and posttests at the beginning and end of the instructional cycle. Scores for both tests were recorded and converted to scaled scores provided by CASAS. Analysis consisted of pre/post comparisons by means of paired t-tests to determine whether students made significant progress after the instructional intervention. Results of these analyses are displayed in Table 5.

TABLE 5

MEAN PRE/POST GAINS (SCALED SCORES) ON CASAS TESTS

Test	Year 1	Year 2	Year 3	Overall
Reading	4.87** (n=183)	3.86** (n=138)	4.50** (n=202)	4.46** (n=523)
Listening	3.16** (n=167)	3.11** (n=131)	3.90** (n=167)	3.41** (n=465)

**(p<.01)

Statistically significant differences between pretest scores and posttest scores were observed on both the reading and listening tests for each project year and for the entire three year period. These results point to the effectiveness of the instructional intervention in increasing project participants' achievement in English language development as measured by the CASAS system. An average gain of 3 to 5 scaled score points was common. No significant differences between reading and listening gains were evident, indicating a balanced instructional emphasis on both reading and listening. Further analysis revealed that Level A (beginning) students showed the greatest gains in both reading and listening of the three groups studied (see Table 6).

TABLE 6

MEAN PRE/POST GAINS (SCALED SCORES) BY ESL LEVEL

	Year 1	Year 2	Year 3
READING			
Level A	9.25** (n=60)	9.20** (n=37)	6.15** (n=81)
Level B	3.17** (n=95)	1.89 (n=55)	4.52** (n=63)
Level C	1.36 (n=28)	.41 (n=39)	2.19** (n=58)
LISTENING			
Level A	8.27** (n=49)	4.24** (n=37)	6.91** (n=67)
Level B	1.70* (n=90)	4.29** (n=55)	3.72** (n=47)
Level C	-1.07 (n=28)	0.35 (n=39)	0.24 (n=53)

* ($p<.05$) ** ($p<.01$)

The results indicate that the Level A students showed larger gains after instruction than the other levels. This is not surprising, however, given the fact that beginning level students are more prone to start near zero, so any progress will presumably be significant. Level C students showed non-significant gains in general, with a loss from pre to posttest in listening for the first year. This can be attributed to the nature of the CASAS Level C instruments. The test forms for Level C contain items that assess reading comprehension and math skills rather than English language skills. The life skills competencies are presented as reading passages with multiple choice comprehension questions. Several items require extensive mathematics, such as calculating the cost of carpeting a room of given dimensions, the average speed of a car in miles per hour, and the cost of items in a catalog including sales tax and/or shipping charges. On the other hand, the test forms for Levels A and B provide a picture format for the items and very few reading passages, if any. The charts and ads utilized in a Level B instrument, for example, reflect the life skills nature of the competencies taught in the classroom within an English language framework. Thus, these test forms assess what the students are exposed to in the classroom and are a satisfactory measure of survival ESL reading and listening skills

Sixty-eight percent of the project participants showed positive gains in reading skills, and 58% showed positive gains in listening skills, with an overall gain in language development for 63% of the project participants.

Preliterate Students

The Henderson-Moriarty ESL/Literacy Placement (HELP) Test published by Alemany Press in 1982 was utilized as an alternative instrument for assessing the functioning levels of pre-literate students. This criterion-referenced test is designed to identify and group pre-literate learners who may have no literacy skills in any language. The HELP test consists of three components: 1) intake information/ first language assessment, 2) oral English assessment, including reading and manipulative skills, and 3) written English assessment (including reading skills). Competencies which were addressed in the instructional intervention along with a sample intake form are included in Appendix .

Pre and posttest scores on writing and oral language clusters of items were utilized to measure progress for this group of students. Paired t-tests were utilized to analyze this data set. The results of the analyses are displayed in Table 7.

TABLE 7

RESULTS OF PAIRED T-TESTS ON PRE/POST SCORES OF PRELITERATE STUDENTS' WRITING AND ORAL LANGUAGE CLUSTERS ON THE HELP TEST

Cluster	Mean Pretest Score	Mean Posttest Score	Mean Gain Score	t value
Writing	39%	52%	13%	1.63
Oral Lang.	66%	87%	21%	2.86**

**(p<.01) (n=10)

While there was no significant gain from pretest to posttest on the writing cluster, there were significant gains on the oral language cluster (p<.01). These results might have been anticipated given the lack of formalized education of this particular group of people; however, results should be considered tentative due to the small number of students available for analysis.

OBJECTIVE 2: AT LEAST 80% OF THE PARTICIPATING PARENTS WILL DEMONSTRATE AN INCREASE IN THE NUMBER OF PARENT INVOLVEMENT ACTIVITIES WHEN SURVEYED ON A PRE/POST BASIS.

The parenting component of the project instructed participants on ways to become more actively involved in the educational process of their children.

The Parent Inventory (Appendix 3) was given to project participants prior to and at the end of the intervention. The purpose of this inventory was to ascertain whether the parent involvement component of the intervention had influenced or enhanced the parents' participation and involvement in school related activities, such as PTAs, home tutoring, advisory council meetings, sports, field trips, etc. Participants were asked to rate the number of times they had participated in various school activities as being one or less, two, three, four or more times.

Results of paired t-tests of pre/post scores on the parent inventory revealed that significant gains were reported in Year 1 on number of times attending a sports activity, and number of times participating as a volunteer. During Year 2, significant gains were observed in number of hours spent tutoring, number of school visits, number of PTA meetings attended, and number of times attending a sports

activity. In Year 3, significant gains were also reported in number of hours spent tutoring, number of school visits, number of parent-teacher conferences, participation in advisory council meetings, participation in field trips, and participation in parent sessions.

The results indicate that with each successive year of the project, participants became significantly more involved in their children's school and its activities. Apparently, the parent component was successful in making the parents aware of the importance of becoming involved and in providing them with the requisite skills to facilitate and encourage such involvement (see Table 8).

TABLE 8

PRE/POST DIFFERENCE SCORES ON THE PARENT INVENTORY OF SCHOOL INVOLVEMENT ACTIVITIES BY YEAR

Activity	Year 1	Year 2	Year 3
Tutoring	.08	1.09**	.75**
School Visits	.05	.63**	.39*
Parent Conferences	-.21	.28	.48**
PTA meetings	.05	.49**	.24
Advisory Council	.15	.05	.27*
Sports events	.29*	.48**	.23*
Field Trips	.22	.14	.24*
Volunteering	.26**	0.00	.38**
Parent Sessions	.25	.26	.50**

*(p<.05) **(p<.01)

The percentage of parents whose parent involvement activities increased after the project intervention ranged from 27% to 44% across the nine subscales studied, with an overall average increase for 32% of the parents. While this percentage does not meet the stated criterion of 80%, a strong case can be made for achieving this objective by virtue of statistically significant differences on pre/post measures on a number of subscales.

An additional instrument was administered to project participants prior to and at the completion of the parent training component to determine the participants' growth in key areas addressed by the instruction. This instrument, called the Parent Questionnaire, has been developed and field tested

in previous Title VII parent involvement projects and covers three major areas: relationships between school and culture, Florida's state minimum competency tests, and parenting issues. A copy of this instrument is located in Appendix 3.

Paired t-tests were conducted on the pre/post total scores of the parent test. Significant gains from pretest to posttest were made in all three years of the project. Table 10 depicts the results of the analysis.

TABLE 10

RESULTS OF PAIRED T-TESTS OF PRE/POST SCORES
ON THE PARENT QUESTIONNAIRE

Year	n	Mean Difference Score	t value
Year 1	50	19.00	7.07**
Year 2	97	9.66	6.40**
Year 3	109	9.47	6.55**

**(p<.01)

It is evident that the parent training component positively increased the participants' knowledge and understanding of the critical areas which the parent questionnaire measured.

OBJECTIVE 3: AT LEAST 60% OF THE 20 SELECTED SCHOOL PERSONNEL FROM DADE AND BROWARD COUNTIES WILL DEMONSTRATE A SIGNIFICANT GAIN IN PRE/POST MEASURES AFTER PARTICIPATING IN THE CASAS TRAINING COMPONENT.

During the first year of the project, project staff and selected adult education personnel from Dade and Broward County Public Schools participated in a three-day training workshop conducted by CASAS staff on the system and its assessment procedures. As a result of that workshop, Dade County's adult ESOL department adopted a revised version of the system. Broward County's adult program is seeking to adopt CASAS following a period of field testing.

A ten item posttest was utilized to measure information gleaned from the presentation. Then mean percentage of items correct was 81% (n=19).

Fifteen participants took the workshop for Teacher Education Center (TEC) credit toward certification requirements. At the end of the workshop, participants were asked to rate the workshop on a standard TEC evaluation sheet. The evaluation of specific areas of the workshop were rated on a 5 point scale, with 5 being excellent and 1 being poor. The TEC evaluations revealed very high ratings of the workshop, its presentation, content, appropriateness and relevance of materials used. The results of the evaluation are presented in Table 11.

TABLE 11

RESULTS OF THE CASAS WORKSHOP EVALUATION

Item	n	Mean Rating
Presentation of Specific Objectives	17	4.76
Accomplishment of Objectives	17	4.47
Program Content	17	4.76
Appropriate Materials	17	4.59
Evaluation Measures	15	4.13
Overall Evaluation	17	4.53

The ratings all averaged in the very good to excellent range. The respondents unanimously reported that they would recommend this workshop to a colleague, and several wrote very positive comments about the workshop and its presenters.

OBJECTIVE 4: AT THE END OF THE PROJECT PERIOD, A DETAILED PROCESS EVALUATION WILL BE SUBMITTED TO THE FUNDING AGENCY SPECIFYING THE MONITORING PROCESS OF THE PROPOSED PROGRAM.

The monitoring system of the program included careful assessment of project activities including progress of students, instructors' performance, curriculum development and service delivery, inter-agency coordination efforts, testing, placement, recruiting, and essentially all of the activities of the project. A number of instruments were developed to assist in measuring the progress of the program in achieving its goals.

Recruitment and Retention

Project participants were carefully screened for suitability for this program. After students were enrolled, a system for maintaining their attendance was instituted to reduce the attrition rate common to most adult education programs. This system included free child care during class time to make attendance easier and more convenient, weekly letters to participants keeping them informed of upcoming events and follow up phone calls to students who were absent to encourage them to return to class and to complete the instructional cycle. The project director reports that this approach was responsible for a lower attrition rate than that experienced by most adult education courses.

Information on project dropouts was recorded by project staff during the second and third years of the project. In year two, 114 students (38%) dropped out of the program, and 76 students (26%) dropped out during year three. This low attrition rate is most significant since most adult education programs experience an average of 50% attrition. In comparison, this project decreased the rate from 38% to 26%. This can be attributed to the retention strategies utilized by the program. The most common reasons documented for leaving the program related to illness of the participant or a family member, problems with transportation to classes, conflicts with work schedules, and other personal reasons (see Table 12); the category "other" refers to reasons such as travel, leaving the country, etc.

TABLE 12

NUMBER OF DROPOUTS BY REASON

Reason	Year 2	Year 3
Health	14	7
Transportation	12	7
Work conflict	12	29
Personal	14	3
Other	4	10

Student Progress

Student progress was monitored primarily by means of the CASAS assessment system, means of pre/post scores on the Parent Involvement Inventory and the Parent Questionaire and direct teacher observations.

Instructors

Instructional sites were visited at least once a week as a method of evaluation. Coordinators submitted observation reports to the project director which were utilized to revise or change program operations as necessary.

Instructors were also rated by their students at the end of each level's instruction. An evaluation instrument was developed at the end of the first year of the project to rate both the program and instructor on a five point scale of excellent, very good, good, fair, or poor. Appendix 4 contains the qualifications of the personnel employed by the program.

Analysis of the responses by project students in Years 2 and 3 is included in Table 13.

TABLE 13

RESULTS OF PARTICIPANTS' RATINGS OF INSTRUCTORS AND PROGRAM

PROGRAM	n	Excellent	Very Good	Good	Fair	Poor
Content	179	62%	26%	12%	<1%	0%
Presentation	185	63%	29%	7%	<1%	0%
Usefulness	182	64%	23%	10%	2%	0%
Materials	191	75%	15%	8%	2%	0%
Location	173	64%	24%	10%	2%	<1%
Overall	159	72%	21%	7%	0%	0%
INSTRUCTOR						
Preparation	185	84%	12%	<1%	0%	0%
Punctuality	182	87%	10%	<1%	<1%	0%
Presentation	178	85%	12%	<1%	<1%	0%
Explanations	181	87%	11%	2%	0%	0%
Interest	181	91%	8%	1%	<1%	0%
Helpfulness	171	85%	11%	3%	<1%	<1%

The reader can see that the participants' ratings were very favorable. Project instructional personnel were perceived by the participants to be well prepared, punctual, good presenters, able to explain things, interesting and helpful. The instructional program also was viewed favorably by a majority of participants, especially with regard to the materials utilized for instruction.

Curriculum and Service Delivery

During the first year, the competencies to be addressed at each instructional level were given to the project instructors along with texts and workbooks. The instructors then developed their own lesson plans for the specific competencies. Each week, they would submit a progress report (see Appendix 10) to the administrative staff along with their lesson plans for the following week. This information was utilized to provide feedback to the instructors and to revise or change either the curriculum or its delivery when necessary. Monthly staff meetings also served to give instructors a chance to bring up any problems they were experiencing.

During the second year, a curriculum guide was developed by project staff which included competencies to be addressed and lesson plans for each ESL/literacy level. This guide served to aid the instructors in providing instruction creating consistentency across the six project sites.

Testing and Placement

Due to the nature of the program design and its evaluation, testing played a vital role in the evaluation of the progress of students after instruction. The CASAS system was used to place students in the appropriate levels, to exit students from one instructional level to another, and to measure progress within levels. This process required careful attention to the details of scoring and recording the testing information, and subsequently using it for decision making. Project staff were actively involved in seeing that students were tested appropriately and that scores were recorded accurately.

In summary, the project director and coordinator built a monitoring system into the program which made the program more effective in providing high quality instruction and in evaluating its effect on student progress.

OBJECTIVE 5: ESTABLISH A TASK FORCE ON ILLITERACY DESIGNED TO PROMOTE COORDINATION AND COOPERATION AMONG AGENCIES.

Local leaders in the area of literacy representing various sectors of the community opted to join and become involved in an existing task force on illiteracy, called Project Literacy U.S. (PLUS)rather than establish a separate organization. It was believed that joining this national task force would be more affective in bringing national attention to the issue of illiteracy. This task force is a joint public service campaign on the part of the American Broadcasting Company (ABC) and the Public Broadcasting System (PBS). The goals of the project were to 1) generate community action programs to address the problems of illiteracy and 2) raise awareness of the problems of illiteracy by means of radio and TV. The membership of this task force included a number of literacy providers and supporters from a variety of agencies including universities, public school systems, and representatives from the media. The task force was active in seeking and getting business and community support for literacy awareness activities. One of their most publicized efforts was a family literacy day co-sponsored by McDonald's.

The FELN project staff also collaborated with the state-funded Southeast Florida Literacy Center which serves to identify, counsel, and refer adults in need of literacy skills to appropriate public/private provider agencies for literacy instruction. Information on the Family English Literacy Network was included in a South Florida Literacy Task Force newsletter and in a Literacy Providers Directory compiled by the Southeast Florida Literacy Network and disseminated nationally.

OBJECTIVE 6: COORDINATE THE SECOND ANNUAL SYMPOSIUM ON ISSUES OF LITERACY, MODELS OF INTERAGENCY COORDINATION AND PARENTAL INVOLVEMENT. PROCEEDINGS FROM SUCH CONFERENCE WILL BE PUBLISHED AND DISSEMINATED NATIONALLY.

This objective was accomplished in the second year of the project when the project sponsored a symposium entitled Promoting Adult Learning: Approaches to Literacy, ESL, and Parental Involvement. Approximately 100 people attended the two-day symposium.

Proceedings from the symposium were compiled by the project staff and edited by the FELN project director and subsequently submitted to the National Clearinghouse for Bilingual Education for dissemination. Copies of this publication are being provided with this report. A review of the proceedings revealed a wealth of information for practioners in the field of adult education and should be a valuable resource to other projects and communities desiring to improve or enhance their adult education programs.

OTHER PROJECT ACTIVITIES

In addition to meeting all the project objectives cited in the proposal, project staff were involved in other significant activities during the grant period. One of such activities included the implementation of an Employability Demonstration Component grant which resulted from additional funding awarded to the Family English Literacy Network program.

EMPLOYABILITY DEMONSTRATION COMPONENT

During the second year of operation, the FELN Program was awarded addidtional funds to implement the Employability Demonstation Component. This program was designed to provide limited English proficient adults and out of school youth with the necessary ESL/literacy skills required to increase their opportunities for employment and economic self-sufficiency.

The project was implemented in collaboration with the Private Industry Council of South Florida and the Youth Co-Op Agency. The participants who completed the training were recent immigrants from Nicaragua and Cuba. A total of 119 students were pre- and post-tested. The design consisted of involving adult students in 80-hour cycles of instruction per level of ESL/literacy. The training included a 10-hour counseling component that addressed specific topics in the areas of career guidance, job opportunities, occupational and personal development.

The evaluation of the EDC program consisted of testing 119 participants on a pre and post basis with standardized CASAS Adult Life Skills Pre-Employment tests in reading and listening. Post-tests significantly exceeded the pre-test at $p<.01$. The greatest point gains occurred for Level A students, who gained approximately nine points in reading and nine points in listening. A total of 64 participants who completed the training were interested in obtaining a job, and 50.0% of these found a job after participating in the program.

The program also served to develop materials of importance in the training of the limited English proficient population. A series of four training video lesson entitled "Enhancing Your Employability Skills" was produced and includes an Instructor's Guide. The 10-12 minute videos follow an immigrant student in his search for a job in the United States. The series presents viewers with an overview of essential skills required in the job seeking process. Additionally, a competency-based ESL employability curriculum guide exemplifying the 80-hour instructional model was designed and is available for dissemination.

CURRICULUM DEVELOPMENT

Project staff collaborated to produce a curriculum guide for all four ESL/literacy levels. The guide includes competencies to be addressed, lesson plans correlated to those competencies, resources, and supplementary materials. This curriculum guide represents a significant contribution to the field of adult education and builds the capacity of other programs to provide high quality competency based instruction. The guide will be shared with the National Clearinghouse for Bilingual Education.

INTERAGENCY COORDINATION - MANAGEMENT MODEL

A primary goal of the FELN program was to field-test a model of interagency coordination among entities that serve the needs of the adult limited English proficient population. The objective of such managerial approach was to augment the provision of services to the target populations, creating a reciprocal system of benefits for all agencies involved.

Implementation of this model began with an identification of the resources that could be provided by the FELN project and an assessment of specific programmatic needs. Agencies with com-plementary functions were selected and contacted for participation in the process. Three types of agencies played a role in the model: an institution of higher education (Florida International University); two local education agencies (Dade County and Broward County school districts); and community-based organizations (Centro Campesino, Mt. Olive Baptist Church, YWCA, and Riverland Public Library) in two counties.

The proposal managerial model was based on research findings in the area of interagency networks which advocate the high effectiveness of interorganizational relationships leading to increased accomplishment of goals, increased quality of services, reduction in duplication efforts, and cost effectiveness (Bayer, 1985; Olsen, 1983; Elmore, 1978). Important in this process of cooperation is the need to have commonality in service ideologies, effective communication channels, facilitative procedures which promote task completion and the need for the specific resources of other existing agencies.

The mutuality of needs that is created leads through cooperation to a system which provides greater stability and resources to its users. With this in mind, the project director analyzed selected service delivery structures to determine the specific resources and needs that each had which could be enhanced by the establishment of specific linkages and/or coordination.

As such, the identified resources and needs of each participating agency were:

Institution of Higher Education

Family English Literacy Network Program, Florida International University

Resources

1. Expertise attained through the successful implementation of various projects serving the parent population
2. A structured program, comprehensive curriculum and available training materials
3. Staff (financial resources to pay for them)
4. ESL/literacy instructional services
5. Employability skills training
6. Parenting/family education
7. Homework help for the children
8. Recruitment strategies: provision of child care, follow-up of absentees by mail and telephone

Needs

1. Specific limited English proficient (LEP) parent population
2. Sites to implement program
3. Promotional channels to make availability of services known to the community
4. Ability to integrate this service to already established service networks in order to reduce the fragmentation of services to families
5. Expertise of other agencies working with specific populations, e.g., migrants, displaced homemakers, Haitians

Local Education Agencies

Broward County Public Schools
Dade County Public Schools

Resources

1. Pool of parents easily identified
2. Sites for conducting program
3. Program promotion and communication through school channels

4. Reputation as an established and respected service provider in the community
5. Available pool of instructors

Needs

1. Increase parental involvement in the schools
2. Parents who are more aware of the American school system
3. Parents who can communicate in English
4. Staff to conduct the training
5. Specific curriculum and materials

Community-Based Organizations

Centro Campesino (Dade County)
Mt. Olive Baptist Church (Broward County)
Riverland Public Library (Broward County)
YWCA Displaced Homemakers Program (Dade County)
Youth Co-Op (Dade County)

Resources

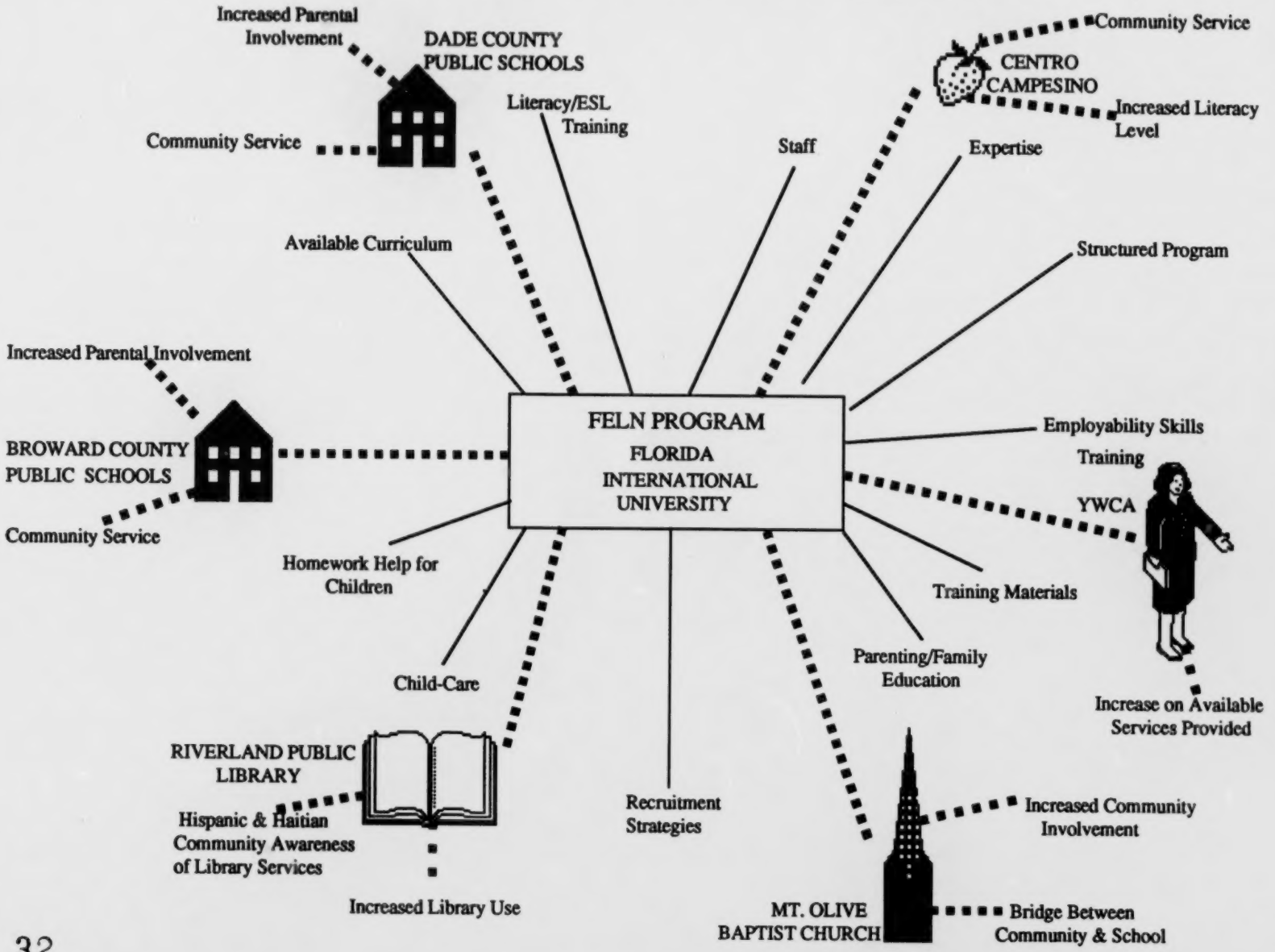
1. Sites to conduct program
2. Pool of parents/adults and out of school youth willing to participate
3. Access to media through established contacts providing promotional channels
4. Pool of staff from which FIU could hire hourly staff, thereby reducing recruiting efforts
5. Transportation services
6. Expertise in working with displaced homemakers and migrants, e.g., knowledge of migration patterns

Needs

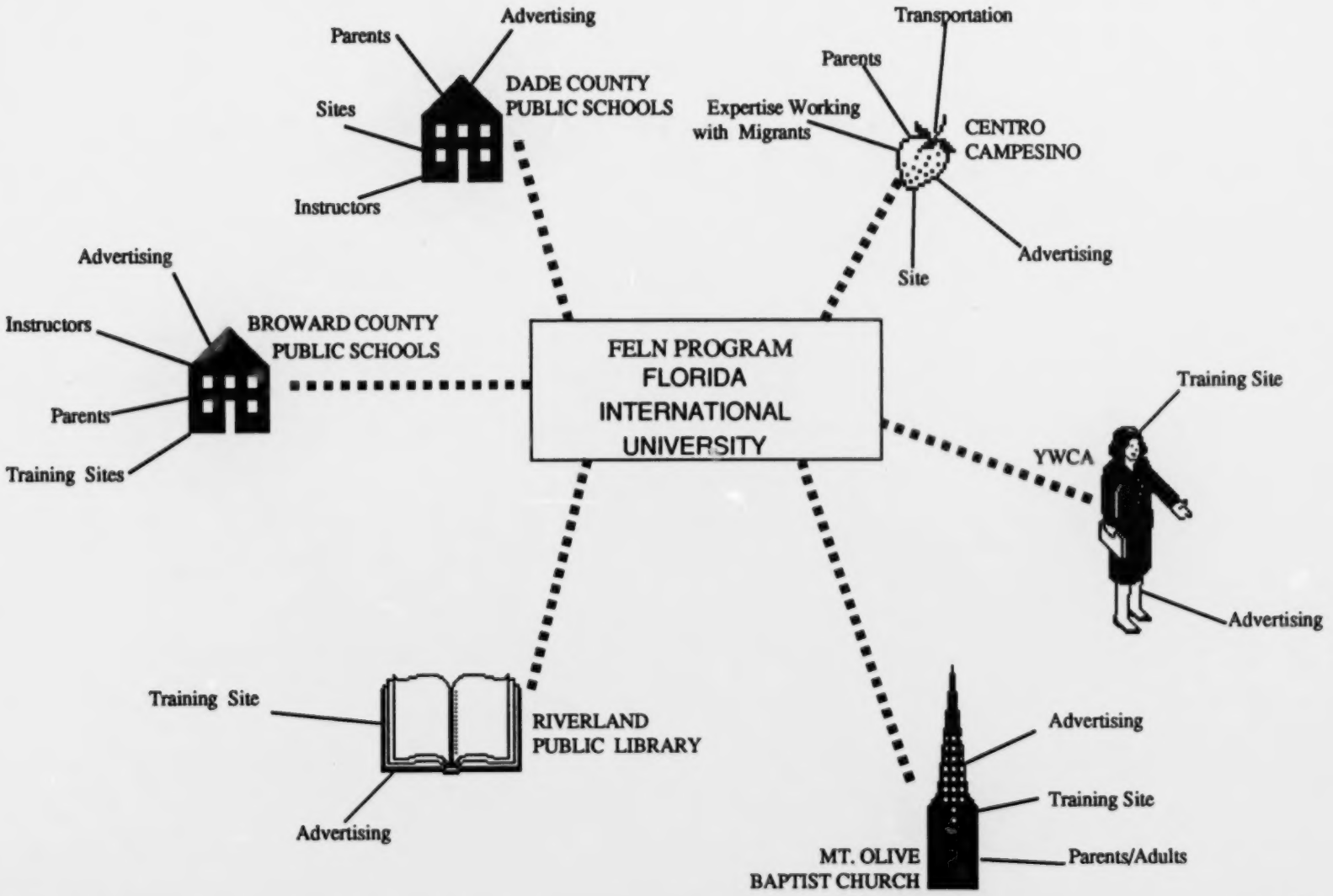
1. A program ready to be implemented, proven expertise in the training areas
2. Financial resources to hire staff
3. Training materials
4. Specific curriculum for literacy/ESL, parenting/academic involvement, community aware ness of specific services and goals

Please refer to the following graphical depictions of the specific needs and resources inherent in the various entities.

Direct and Indirect Services to Participating Agencies



Contributions from Participating Agencies



Interagency Coordination Benefits

The effective management of a system of interagency cooperation requires attention to the maintenance of specific details in order to facilitate the accomplishment of tasks. These include skills in leadership, the design and articulation of specific guidelines and procedures for the interagency process and implementing activities which stress sharing responsibility and resources for meeting the comprehensive system's needs. There exists complexity in the administration of such a model, but the benefits derived from the mutual cooperation process should provide the required incentive for replication to other programs with similar objectives.

Among the benefits associated with this model are:

1. an increase in the range of services which can be provided to the target group, giving more attention to a variety of needs;
2. increased quality of services in decisions and specific programs- this results when individuals from different organizations and disciplines join forces, augmenting the range of skills and sense of accountability;
3. reduction of duplication of services- each agency can design a more specific and unique area of service, e.g., IHEs/LEAs can provide educational functions while other agencies supply related services that represent their expertise. Another example from this cooperation model is trading educational services provided in non-traditional sites in order to obtain related resources from a cooperating agency, e.g., establishing ESL/literacy/ parenting classes in a public library and/or church;
4. fiscal advantages- there is an increase in cost effective measures when collaborating agencies can move dollars to new priorities from what has become another agency's mandate;
5. organizational support- linkages between various organizations creates bases of support to advocate for specific policy changes and/or changes in organizational structures.

Issues for Consideration in Replication

Inherent in the implementation process are conditions which facilitate or present obstacles to the success of the model. Agencies with a certain degree of flexibility of policies will be more prone

to foster cooperative agreements. The same holds true for agencies that have an available product andor service expertise that is marketable. These entities will be more facilitative in formal linkage processes.

On the other hand, existing organizational differences among agencies contribute significantly to obstacles in implementing the model. An interdisciplinary process brings different organizational structures, funding mechanisms and languages into the picture. Different eligibility requirements emanating from the various funding sources causes problems and decreases the opportunities for linkages to develop. A similar problem arises as agency agendas change over time. Changes in regulations, allocations, organizational structures and society require a reaction on the part of the individual agencies. This can ultimately affect the coordination effort.

The above-mentioned factors should be considered by participating agencies when an interagency coordinating model is being sought. The effectiveness of the implementation process will be greatly determined by the manner in which provisions are made to deal with these variables before they can become a problem. A careful needs assessment of the local setting is a recommended approach to the success of the collaborative model.

PUBLIC RELATIONS ACTIVITIES

The project garnered its share of media attention when two different television crews came to film the classes for presentations on the Spanish language channel in Miami and the Dade County Public School Information channel. The project has also been featured in the Miami Herald as a significant contributor to promoting parental involvement in the Dade County schools (see Appendix 5).

CAPACITY BUILDING

The FELN project was involved in a number of capacity building efforts which will enhance adult/ESL and parent education in South Florida and the nation for a number of years to come. A number of important products resulted from this project, including the curriculum guide and the proceedings from the symposium on literacy, ESL and parental involvement. These products were shared with the National Clearinghouse for Bilingual Education (NCBE), which will provide national exposure to the products and build the capacity of other adult education projects to enhance their instruction. Additionally, a parent involvement training component for the FIU Teacher Education Center has been institutionalized for inservice teachers as a direct result of this project's efforts.

One of the most exciting capacity building efforts has been the adoption of the FELN model for adult ESL education and parent involvement in a new school supported by Dade County Public Schools which will open in September of 1990. The Partnership in Intercultural Educational Reform (PIER) school will feature a parent education program based on the Family English Literacy Network project. The curriculum and materials developed and utilized by FELN and previous Title VII parent training programs will constitute the basis of the instructional activities. Theimplementation will be totally financially supported by the Dade County Public School system. This in essence represents complete institutionalization of the program by the LEA.

SUMMARY

The Family English Literacy Network project achieved its proposed objectives during the grant period. The project served over 554 adult ESL students during the three-year period, and each year saw statistically significant gains in English language development after instruction. In addition, project students participated in a parent education and school involvement component. The effectiveness of the instruction was validated when parents showed significant gains on a parent involvement inventory and a parent questionnaire on knowledge of the educational system.

The project also validated a model for reducing attrition common to most adult education programs through the provision of free child care during class time, weekly letters to participants, and follow up telephone calls to absent students.

FELN served as a testing site for the Comprehensive Adult Student Assessment System and was instrumental in introducing the system to the adult education departments in Dade and Broward Counties who are in the process of adopting the system for their ESL adult education courses. Project staff developed a number of excellent products, including a curriculum guide and accompanying lesson plans for beginning, intermediate, and advanced ESL adult learners.

The project director was actively involved in a task force on literacy and assisted in promoting awareness of the needs in the community. The project co-sponsored a symposium on adult literacy and published the proceedings for dissemination nationally. In short, the project met all its objectives, provided invaluable service to the adult/ESL population in south Florida and the nation, and built the capacity of the university and other adult education programs to enhance their instruction.

APPENDICES

APPENDIX 1

COMPETENCIES

LEVEL P

1.0 TOPIC: PERSONAL IDENTIFICATION AND COMMUNICATION

Initiate and respond to greetings and leavetakings.
Introduce oneself and/or a friend to someone else.
Learn the names and at least one other piece of information about everyone in the class.
Practice visual discrimination of shapes and lines.
Produce a series of downward strokes and vertical letters in a left-to-right sequence.
Copy letters.
Write first and last names.
Recite the alphabet in order.
Ask for and give correct spelling of first and last names.
Practice visual discrimination of curved lines and letters.
Produce a series of curved strokes and letters in a left-to-right sequence.
Copy letters.
Take letter dictation.
Recite the numbers 1-10.
Count objects, pictures and symbols from 1-10.
Match a given number of pictures/objects with the correct number.
Ask for and give telephone numbers, addresses, zip codes and social security numbers.
Distinguish between lower case and capital letters.
Copy telephone numbers, addresses and zip codes.
Read by sight the following words found on forms: name, first, last and middle.
Read by sight words requiring numbers as responses on forms.
Identify family relationships.
Identify the months of the year and the days of the week.
Count by tens up to one hundred.
Write dates upon request.

Identify and read time from a face clock.
Read time from a digital clock.
Read and understand store hours on a sign.

2.0 TOPIC: MONEY AND BANKING

Identify coins and bills by name.
Count out bills and coins.
Recognize different ways of writing monetary values.
Make change with currency.
Use different combinations of currency to make up a dollar, also different combinations of bills to make up different values.
Practice addition and subtraction skills required in making change.

3.0 TOPIC: FOOD AND SHOPPING

Identify the most common foods.
State food preferences.
Ask for food using common weights, measures and containersizes.
Request and interpret information and/or directions to locate consumer goods.
Ask for and read prices.
Recognize and read signs found in stores and on the street.
Request information about location.
Identify men's and women's restroom signs.
Differentiate between hot and cold water taps.

4.0 TOPIC: CLOTHING

Identify the most common articles of clothing.
Describe clothing in terms of color, fabric and size.
Ask for items in a clothing store.

5.0 TOPIC: HOUSING

Identify different types of houses.
Identify rooms in a house.

Identify items of furniture that go in different rooms.

6.0 TOPIC: HEALTH

Identify the basic parts of the body.
Identify common aches and pains.
Identify information necessary to make or keep medical appointments.
Read and identify the following components of an appointment card: doctor's name, date and time of appointment.

7.0 TOPIC: TRANSPORTATION

Identify and use necessary medications.
Interpret medicine labels.
Interpret product label directions, warnings, danger signs and symbols.
Identify common means of transportation.
Recognize common signs found in the street.
Follow simple directions.

8.0 TOPIC: EMPLOYMENT

Identify basic components of a simple form.
Read by sight words used on forms.
Read and mark appropriately on a form: male/female, M/F, Mr./Mrs./Ms./Miss.
Write personal information upon request.
Complete a simple form with correct personal information.
Name common occupations.
Identify general duties associated with common occupations.
Describe the type of work done in the past (native country or United States).
Interpret and complete job application forms (simple).

LEVEL A

1.0 TOPIC: PERSONAL IDENTIFICATION AND COMMUNICATION

Initiate and respond to greetings and leavetakings.	
Introduce oneself and/or a friend to someone else.	
Learn the names and at least one other item of information about everyone in the class.	
Recite the alphabet.	
Identify cardinal numbers (1-20).	
Identify ordinal numbers.	
Ask for and give the following information: correct spelling of name, telephone number, address and social security number.	
Interpret and complete simple forms.	1.4.1
Identify family relationships.	
Identify the months of the year and the days of the week.	2.3.2
Interpret clock time.	2.3.1
Count by tens up to one hundred.	

2.0 TOPIC: MONEY AND BANKING

Identify American coins and currency by name.	
Count, convert, and use coins and currency.	1.1.6
Ask for and make change.	
Recognize and correct mistakes in making/receiving change.	
Interpret the procedures and forms associated with banking services.	1.8.2
Demonstrate the use of savings and checking accounts.	1.8.1
Interpret parts of a check.	
Fill out a personal check.	
Fill out a deposit slip.	

3.0 TOPIC: FOOD AND SHOPPING

Identify the most common foods.	
Request and interpret information and/or directions to locate comsumer goods.	1.3.7
Interpret container weight and volume.	1.1.7
Ask for food using common weights, measures and container sizes.	
Make a shopping list.	
Identify methods used to purchase goods and services.	1.3.3

Ask for prices.	
Interpret advertisements, labels, or charts to select goods and services.	1.2.1
Compute discounts.	1.2.3
Use coupons to purchase goods and services.	1.3.5
Interpret food packaging labels.	1.6.1
Read and interpret expiration dates.	

4.0 TOPIC: CLOTHING

Identify the most common articles of clothing.	
Describe clothing in terms of color and fabric.	
Interpret clothing and pattern sizes.	1.1.9
Ask for items in a clothing store.	
Interpret information and/or directions to locate consumer goods.	1.3.7
Identify methods used to purchase goods and services.	1.3.3
Interpret advertisements, labels or charts to select goods and services.	1.2.1
Compute discounts.	1.2.3
Compare price or quality to determine the best buys for goods and services.	1.2.2
Identify procedures the consumer can follow if merchanidise is defective or inappropriate.	1.6.3
Interpret clothing care labels.	1.7.2
Interpret operating instructions, directions or labels for consumer products.	1.7.3

5.0 TOPIC: HOUSING

Identify different types of housing.	1.4.1
Identify rooms in a house.	
Identify items of furniture that go in different rooms.	
Ask for and give instructions about location, in reference to futniture.	
Ask for information about renting a house/apartment.	
Interpret classified ads and other information to locate housing.	1.4.2

6.0 TOPIC: HEALTH

Identify basic parts of the body.	
Identify common aches and pains.	
Interpret information about illness, including the description of symptoms	3.1.1

and doctor's directions.	
Identify information necessary to make or keep medical appointments.	3.1.2
Identify and use necessary medications.	3.3.1
Interpret medicine labels.	3.3.2
Interpret product label directions, warnings, danger signs and symbols.	3.4.1
Interpret temperatures.	1.1.5

7.0 TOPIC: TRANSPORTATION

Identify or use different types of transportation in the community.	2.2.3
Request information about bus/train routes and fares.	
Interpret transportation schedules and fares.	2.2.4
Ask for, give, follow or clarify directions.	2.2.1
Interpret and follow directions found on signs.	
Identify signs related to transportation.	2.2.2
Identify parts of a car (outer).	
Ask for service at a gasoline station.	
Identify common road and highway signs.	1.9.1
Interpret maps.	1.9.4
Request information about travel times.	
Interpret transportation schedules and fares.	2.2.4
Purchase bus/train tickets to a designated city.	
Differentiate between one-way and round-trip tickets.	
Check and tag baggage.	

8.0 TOPIC: EMPLOYMENT

Identify different professions/occupations.	
Identify general duties associated with common occupations.	
Identify and use sources of information about job opportunites such as job descriptions and job ads.	4.1.3
Interpret job ads.	
Describe the type of work done in the past (native country or U.S.).	
Use the telephone directory and related publications to locate information.	2.1.1
Interpret alphabetized lists and indexes.	
Use directory assistance to locate information.	
Request information about jobs using the telephone.	
Initiate and participate in a job inquiry call with appropriate telephone etiquette.	

LEVEL B

1.0 TOPIC: PERSONAL IDENTIFICATION AND COMMUNICATION

Initiate and respond to geetings and leavetakings.	
Introduce oneself and/or a friend to someone else.	
Learn the names and at least one other item of information about everyone in the class.	
Express dates with reference to personal identification.	
Ask for and give the following information: correct spelling of name, address, telephone number and social security number.	
Interpret and complete simple forms.	
Identify family relationships.	
Recognize appropriate behavior for telephone use.	
Use the telephone directory and related publications to locate information.	2.1.1
Take telephone messages.	2.1.7
Respond effectively to wrong numbers.	
Interpret information about time zones.	2.1.3

2.0 TOPIC: MONEY AND BANKING

Describe the types of services usually offered by banks.	
Demonstrate the use of savings and checking accounts.	1.8.1
Interpret the procedures and forms associated with banking services.	1.8.2
Interpret interest or interest earning savings plans.	1.8.3
Endorse and cash a check.	

3.0 TOPIC: FOOD AND SHOPPING

Categorize food items.	
Interpret information and/or directions to locate comsumer goods.	1.3.7

Interpret product container weight and volume.	1.1.7
Use common tables of weight and measures.	
Identify methods used to purchase goods and services.	1.3.3
Compare different methods used to purchase goods and services.	1.3.1
Compare price or quality to determine the best buys for goods and services.	1.2.2
Interpret advertisements, labels, or charts to select goods and services.	1.2.1
Interpret food packaging labels.	1.6.1
Use coupons to purchase goods and services.	1.3.5
Compute discounts.	1.2.3
Compute unit pricing.	1.2.4

4.0 TOPIC: CLOTHING

Interpret clothing and pattern sizes.	1.1.9
Describe clothing in terms of color, print, fabric, size and pattern.	
Interpret information and/or directions to locate consumer goods.	1.3.7
Read, interpret and follow directions found on signs and directories.	2.5.4
Ask for, give, follow or clarify directions.	2.2.1
Interpret clothing care labels.	1.7.2
Interpret operating instructions, directions or labels for consumer products.	
Request information and/or help from a salesperson in a store.	1.4.2
Identify and compare different methods used to purchase goods and services.	1.4.3
Use catalogs, order forms and related information to purchase goods and services.	1.4.5
Interpret advertisments to select goods and services.	1.2.1
Compare price and/or quality to determine the best buys for goods and services.	1.2.2
Compute discounts.	1.2.3
Identify various methods of paying.	
Identify procedures that can be followed if merchandise is defective or inappropriate.	1.6.3
Interpret credit applications and recognize how to use and maintain credit.	1.3.2

5.0 TOPIC: HOUSING

Interpret classified ads and other information to locate housing.	1.4.2

Interpret lease and rental agreements.	1.4.3
Interpret information about the rights of a renter and the rights of a tenant.	1.4.5
Interpret information to obtain housing utilities.	1.4.4
Interpret bills.	1.5.3
Interpret telephone billings.	2.1.4
Interpret information about home maintenance.	1.4.7
Interpret maintenance procedures for household appliances and personal possessions.	1.7.4
Interpret directions to obtain repairs.	1.7.5
Identify procedures the consumer can follow if merchandise is defective or inappropriate.	1.6.3
Interpret product guarantees and warranties.	1.7.1

6.0 TOPIC: HEALTH

Interpret information about illness, including the description of symptoms and doctor's directions.	3.1.1
Identify information necessary to make or keep medical appointments.	3.1.2
Fill out medical health history forms.	3.2.2
Identify safety measures that can prevent accidents and injuries.	3.4.2
Interpret medicine labels.	3.3.2
Identify the difference between prescription, over-the-counter and generic medications.	3.3.3
Interpret product label directions, warnings, danger signs and symbols.	3.4.1
Identify the procedures to locate emergency numbers and to place emergency calls.	2.1.2
Locate agencies that provide emergency help and how to effectively use them.	2.5.1
Interpret procedures for simple first aid.	3.4.3

7.0 TOPIC: TRANSPORTATION

Interpret highway and road signs.	1.9.1
Recognize and use signs related to transportation.	2.2.2
Ask for, give, follow or clarify directions.	2.2.1
Interpret maps.	1.9.4
Use maps relating to travel needs.	2.2.5
Interpret transportation schedules and fares.	2.2.4

Interpret clock time.	2.3.1
Calculate with units of time.	6.6.6
Interpret permit and license requirements.	2.5.7
Identify regulations and procedures to obtain a driver's license.	1.9.2
Interpret information related to automobile maintenance.	1.9.6
Recognize what to do in case of automobile emergencies.	1.9.7
Interpret information about traffic tickets.	5.3.5

8.0 TOPIC: EMPLOYMENT

Identify strategies for applying for a job.	
Identify and use sources of information about job opportunities.	4.1.3
Identify appropriate skills and education for getting a job.	4.1.8
Read and interpret newspaper want ads relating to employment.	
Identify and interpret the components of a job application form.	4.1.2
Fill out a sample job application form.	
Recognize standards of behavior for job interviews.	4.1.5
Select appropriate questions and responses during job interviews.	4.1.5
Identify appropriate behavior and attitudes for getting a job.	4.1.7
Interpret wages, wage deductions and benefits.	4.2.1
Identify information found on paycheck stubs.	

LEVEL C

1.0 TOPIC: PERSONAL IDENTIFICATION AND COMMUNICATION

Introduce oneself and/or a friend to someone else.
Hold a short conversation with someone else, exchanging personal information.
Give appropriate responses or make appropriate comments in situations requiring thanks, apologies, or excuses.
Write thank you letters/notes.

2.0 TOPIC: MONEY AND BANKING

Interpret interest or interest-earning savings plans.	1.8.3

Interpret information about the types of loans available through lending institutions.	1.8.4
Interpret information about housing loans.	1.4.6
Interpret credit applications and recognize how to use and maintain credit.	1.3.2
Fill out credit applications.	
Interpret bills.	1.5.3

3.0 TOPIC: FOOD AND SHOPPING

Interpret recipes.	1.1.1
Interpret food packaging labels.	1.6.1
Interpret nutritional and related information listed on food labels.	3.5.1
Interpret data given in a graph.	6.7.2
Interpret advertisements, labels on charts to select goods and services.	1.2.1
Compare price quality to determine the best buys for goods and services.	1.2.2
Compare different methods used to purchase goods and services.	1.3.1
Use catalogs, order forms and related information to purchase goods and services.	1.3.4
Interpret product guarantees and warranties.	1.7.1
Identify procedures the consumer can follow if merchandise is defective or inappropriate.	1.6.3
Identify consumer protection resources available when confronted with fraudulent tactics.	1.6.2
Effectively handle a complaint over the telphone.	
Write a letter of complaint to a manufacturer or dealer.	

6.0 TOPIC: HEALTH

Identify and use necessary medications.	
Interpret medicine labels.	3.3.2
Identify items used for conducting first aid in an emergency situation.	
Identify solutions for emergencies.	
Interpret procedures for simple first aid.	3.4.3
Identify the procedures to locate emergency numbers and to place emergency calls.	2.1.2

7.0 TOPIC: TRANSPORATION

Interpret maps.	1.9.4
Use maps relating to travel needs.	2.2.5
Interpret highway and road signs.	1.9.1
Recognize and use signs related to transportation.	2.2.2
Ask for, give, follow or clarify directions.	2.2.1
Write an invitation to an event at one's home.	
Interpret information related to the selection and purchase of a car.	1.9.5
Interpret information related to automobile maintenance.	1.9.6
Interpret information about automobile insurance.	1.9.8

8.0 TOPIC: EMPLOYMENT

Interpret job applications, resumes and letters of application.	4.1.2
Compile personal information to write a resume.	
Recognize standards of behavior for job interviews.	4.1.5
Select appropriate questions/responses during job interviews.	4.1.5
Identify appropriate behavior, attitudes and social interaction for keeping a job and getting a promotion.	4.4.1
Identify appropriate skills and education for keeping a job and getting a promotion.	4.4.2
Interpret job responsibilities and performance reviews.	4.4.4

9.0 TOPIC: CIVICS/U.S. GOVERNMENT

Identify basic vocabulary associated with income taxes.	
Identify different forms used in filing income taxes.	
Interpret income tax forms.	5.4.1
Interpret tax tables.	5.4.3
Fill out a sample income tax form.	
Identify the basic requirements for becoming a citizen of the United States.	
Explain the process for becoming a citizen.	
Identify the type of information that will be asked on the citizenship test.	
Identify voter qualifications.	5.1.1
Interpret a voter registration form.	5.1.2
Interpret a ballot.	5.1.3

HENDERSON-MORIARTY ESL/LITERACY PLACEMENT TEST

Intake Form

name: _____ (last, first, middle)

age: _____

address: _____

_____ male
_____ female

telephone: _____

Learner's background in home country:

speaks: _____ (list all languages and dialects)

formal schooling: _____ years of school in _____ (first language)

_____ years of school in _____ (second language)

worked as a _____ (previous occupations)

comes from: _____ rural/country background
_____ urban/city background

First language literacy screening:

_____ turned paper right side up
_____ read passage aloud
_____ identified written form of first language
_____ slowly, with difficulty
_____ readily, with no apparent problems

Learner's background in ESL:

_____ has never studied ESL before
_____ studied a little ESL before (including in refugee camps)
Where? _____
For how long? _____
What level? _____
_____ is currently enrolled in another ESL class
Where? _____
What level? _____

Placements and referrals:

Entry test/pretest score: _____ oral, _____ written
examiner: _____ date: _____
placed in _____ (class level)
needs more emphasis in _____ pronunciation
_____ writing skills

Exit test/post test score: _____ oral, _____ written
examiner: _____ date: _____
placed in: _____ (class level)

Answer Shee

Name _____

Test item responses	Possible points: Pretest	Post test	Diagnostic information:
1. country name			
2. language(s)			
3. last name			
4. puts letters in order		W	
5. names each letter			
(6) spells first name			
7. reads 555-3962			
8. picks up receiver			
9. dials correctly			
10. 8 o'clock *or* 8			
(11) 4:30			
(12) 10:15			
(13) reads date			
14. points to father/mother			
(15) points to daughter			
16. communicates yes or no			
17. number of children *or* *communicates* none			
18. reads 11/12			
19. says "dollars"			
20. gives money			
21. You're welcome.			
(22) reads 58/63			
(23) says "cents"			
(24) gives money			
25. copies ENGLISH		W	slow, painstaking?
(26) copies English		W	slow, painstaking?
(27) copies *English*		W	slow, painstaking?
28. circles sex			
(29) circles OPEN/CLOSED			
(30) circles FOR RENT/SALE			
31. name			
32. address			
33. telephone			
34. apartment			
35. complete name		W	
(36) address—street address		W	
(37) city		W	
(38) state		W	
(39) zip code		W	
(40) telephone		W	
(41) date of birth		W	
(42) age		W	
(43) sex		W	
(44) marital status		W	
(45) prints or signs name		W	
(46) date		W	
oral total			
written total		W	

exit placement _____

entry placement _____

APPENDIX 3

FAMILY ENGLISH LITERACY NETWORK PROGRAM

PARENT INVOLVEMENT INVENTORY

NOMBRE: _____

FECHA: _____

¿CUANTOS HIJOS TIENE USTED? _____

NOMBRE DE HIJO/A: _____

NOMBRE DE LA ESCUELA DE SUS HIJOS: _____

_____

GRADO: _____

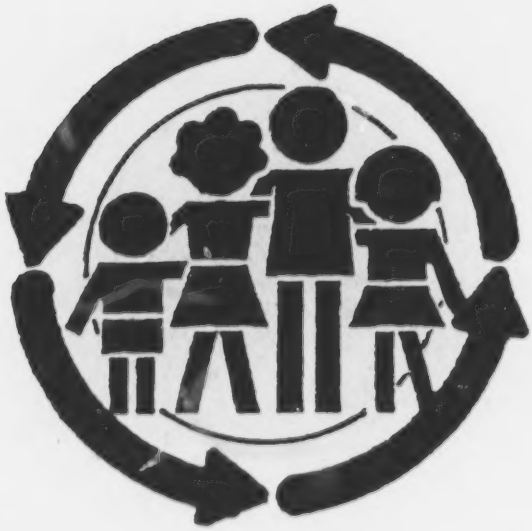
Por favor marque la respuesta adecuada: 1 o menos | 2 | 3 | 4 o más

En el presente curso escolar:

1. ¿Cuántas horas por semana ha dedicado Ud. a ayudar a su(s) hijo(s) en las tareas escolares? ____ ____ ____ ____
2. ¿Cuántas veces ha visitado la escuela de su hijo/a? ____ ____ ____ ____
3. ¿Cuántas veces se ha entrevistado con la maestra u otro miembro del personal del colegio? ____ ____ ____ ____
4. ¿Cuántas veces ha participado en reuniones del PTA? ____ ____ ____ ____
5. ¿Cuántas veces ha participado en una reunion del Advisory Committee (Comité Asesor de programas bilingües)? ____ ____ ____ ____
6. ¿Cuántas veces ha asistido a alguna actividad de deportes ofrecida por escuela? ____ ____ ____ ____
7. ¿Cuántas veces ha participado en alguna actividad relacionada con la escuela como viaje a un museo, etc? ____ ____ ____ ____
8. ¿Cuántas veces ha participado en alguna actividad de caracter voluntario? ____ ____ ____ ____
9. ¿Cuántas veces ha tomado parte en cualquier otra actividad escolar como charlas para padres, etc? ____ ____ ____ ____

FAMILY ENGLISH LITERACY NETWORK PROGRAM

PARENT QUESTIONNAIRE



CUESTIONARIO I
Sobre

1. Relaciones Escolares y Culturales
2. El Examen Estatal De Conocimientos Basicos
3. El Manual de Los Padres

Nombre _____

Escuela del Alumno (si aplica) _____

Nombre y Grado del Alumno (si aplica) _____

Fecha _____

College of Education
Florida International University

II. CUESTIONARIO SOBRE EL EXAMEN ESTATAL DE CONOCIMIENTOS BASICOS

ESCOJA LA RESPUESTA CORRECTA HACIENDO UN CIRCULO A LA LETRA QUE LE CORRESPONDE

1. Los conocimientos básicos comprenden las siguientes asignaturas:

   a) Matemáticas, lectura y escritura
   b) Educación física, higiene y música
   c) Mecanografía, historia y arte

2. El Examen Estatal se toma en:

   a) Enero
   b) Octubre
   c) Nunca

3. Si un niño(a) no aprueba todas las destrezas del Examen Estatal al final del año podrá:

   a) Pasar de grado
   b) Pertenecer al cuadro de honor
   c) Repetir el grado

4. Al saberse los resultados del examen, los maestros tienen la obligación de:

   a) Repasar con cada niño(a) las destrezas en las que falló
   b) Dejar que los padres se encarguen de repasar los temas
   c) Repasar las destrezas con la clase en general

5. Un ejemplo de un objetivo tomado en el examen sobre matemáticas es:

   a) Sumar dos números de dos cifras
   b) Distinguir entre un hecho real o imaginario
   c) Resolver problemas

6. Un objetivo (standard) que es comúnmente examinado en las tres áreas de matemáticas, lectura y escritura es:

   a) Comprensión de lo que lee
   b) El uso de números
   c) Saber seguir instrucciones

I: CUESTIONARIO DE RELACIONES ESCOLARES Y CULTURALES

COMPLETE LA SIGUIENTE INFORMACION:

1. El apellido del director(a) de la escuela donde va su hijo(a) es _____.

2. El nombre del maestro(a) de su hijo(a) es _____

3. Nombre dos de las materias que son tomadas en el Examen Estatal de la Florida _____

ESCRIBA UNA "C" DELANTE DE LAS ORACIONES SIGUIENTES QUE CONSIDERE CIERTAS Y UNA "F" SI CONSIDERA QUE SON FALSAS

4. ___ Los padres pueden investigar cualquier calificación que reciba su hijo(a) (esto incluye el examen dado por el maestro(a) y el Examen Estatal de la Florida).

5. ___ El PTA (Parent Teacher Association) o el PTO (Parent Teacher Organization) son organizaciones para padres y maestros.

6. ___ No es necesario visitar la escuela donde van nuestros hijos y conocer a sus maestros(as).

7. ___ El expediente de su hijo(a) es documento escolar y usted, como padre o tutor, tiene derecho a verlo.

8. ___ Cualquier padre puede hacerse miembro de la organización de padres y maestros de la escuela donde asiste su hijo(a). Cada escuela tiene dicha organización.

9. ___ El niño que proviene de un hogar bicultural NO se enfrenta con ningún problema para adaptarse al sistema escolar.

10. ___ La escuela no ofrece ningún servicio psicológico a su hijo(a).

11. ___ Se puede visitar a los maestros(as) en cualquier momento.

12. ___ La Junta de Educación (School Board) está a cargo del manejo del sistema escolar de cada condado.

13. ___ El boletín escolar (report card) se recibe cada nueve semanas y contiene información sobre el progreso escolar del alumno.

14. ___ El sistema escolar no permite la participación de los padres como voluntarios en las escuelas.

ESCRIBA UNA "C" A CADA DECLARACION QUE CONSIDERE CIERTA O UNA "F" SI LA CONSIDERA FALSA

1.___En 1977 se puso en efecto una ley estatal en el Condado de Broward que establece y requiere conocimientos básicos por parte de los alumnos.

2.___Si un niño(a) demuestra conocer la mayoría de los objetivos básicos del examen, pasa al próximo grado

III. CUESTIONARIO DEL MANUAL DE LOS PADRES

ESCRIBA UNA "C" DELANTE DE LAS SIGUIENTES ORACIONES QUE CONSIDERE CIERTAS Y UNA "F" SI CONSIDERA QUE SON FALSAS.

1.___Dos técnicas básicas para comprender el comportamiento de los niños son la observación y el hacerles preguntas.

2.___La inseguridad en el niño es el síntoma más delicado y, por lo tanto el más importante, que los padres deben tratar de eliminar a través de sus elogios, etc.

ESCOJA LA RESPUESTA TRAZANDO UN CIRCULO A LA LETRA CORRESPONDIENTE A LA ORACION QUE CONSIDERE CORRECTA

1. En la familia americana se observa la siguiente característica:

   a) Existe una resistencia a la innovación
   b) Los niños desempeñan un papel pasivo
   c) Les enseñan a sus hijos a ser miembros independientes de la comunidad.

2. Los padres que están preparados para enfrentar su responsabilid evitan:

   a) Dar razones
   b) Discutir con su hijo(a) y ponerse a su altura
   c) Confiar en sus hijos

3. Los ingredientes para lograr una buena comunicación son:

   a) Un buen tono de voz
   b) Elección del momento apropiado
   c) Escuchar con atención todo lo que se nos dice
   d) Todas las respuestas antes mencionadas

4. ¿Cuándo es importante dedicarles tiempo a los hijos?

   a) Nunca
   b) Cuando no haya otra cosa de mayor importancia
   c) Siempre que se considere necesario

5. Un padre que comunica de manera exigente [illegible]s sentimientos a su hijo(a), ordenándole a comportarse de una cierta manera y amenazándole si no cumple con lo que le exige, es un padre:

   a) Sabio
   b) Predicador
   c) Autoritario

6. El mejor instante para tratar un tema conflictivo con su hijo(a es:

   a) Durante un momento de tensión y angustia
   b) En un momento de paz y calma
   c) La semana siguiente del incidente

7. Al disciplinar a sus hijos, se aconseja a los padres:

   a) Que se aseguren que el niño entiende los motivos de su castigo y premio
   b) Callarse la boca y no decirles absolutamente nada
   c) No darle mayor importancia a que sus hijos les obedezcan

8. La mejor manera de tratar a su hijo(a) es considerándole como si fuera:

   a) Un bebé
   b) Su mejor amigo
   c) Un extraño

9. En la familia hispana se ve la siguiente característica:

   a) Se acepta el cambio y se le fomenta
   b) Tendencia a la protección excesiva de sus hijos
   c) Los padres no permiten que sus hijos se expresen libremente por temor a que les falten al respeto.

10. Los niños utilizan el inglés con sus padres:

   a) Como instrumento de poder
   b) Para ayudar a los padres a aprender el idioma
   c) Para perfeccionar el idioma

APPENDIX 4

QUALIFICATIONS OF ADMINISTRATIVE AND INSTRUCTIONAL PERSONNEL

Position	Educational Level	Certification	Teaching & Supervisory Experience	Language Proficiency
Director	Doct. Cand. Ed.Adm.& Sup.	Rank II Social Studies	10 yrs.	English Spanish
Coord.	M.A. Linguistics		3 yrs.	English Spanish French
Coord.	A.A.		1 yr.	English Spanish
ESL Inst.	B.A. Communic.	P/T Adult Ed. Temp. Eng. Jr.H.	1 yr.	English
ESL Inst.	M.A. Comp. Lit.	Jr. College	12 yrs.	English Spanish
ESL Inst.	M.A.	Elementary	10 yrs.	English Spanish
ESL Inst.	M.A. Economics Philology	K-Adult Math & Foreign Languages	7 yrs.	English Spanish French
ESL Inst.	M.S. TESOL		4 yrs.	English Italian
ESL Inst.	M.A. French			English French Creole
ESL Inst.	B.A. Public Comm. French		1 yr.	English French Creole Spanish

ESL Inst.	M.Ed. Biling./ESOL	Spanish Economics	6 yrs.	English Spanish
ESL Inst.	B.A. French Spanish		9 yrs.	English French Creole
ESL Inst.	M.S. TESOL	State of Fla.	9 yrs.	English Spanish
ESL Inst.	M.A Elem. Ed. M.S. TESOL		5 yrs.	English
ESL Inst.	M.S. TESOL		1 yr.	English Dutch
ESL Inst.	M.S. Biling. Ed.	ESOL Bilingual	9yrs.	English Spanish
Par. Train.	B.A. Spanish Theology		25 yrs.	English Spanish

Culture class lets parents adapt to gap

For immigrant moms and dads, everyday life can be confusing.

By ANA VECIANA-SUAREZ
Herald Staff Writer

Soon after she arrived from Nicaragua, Milagros Cisne, lawyer, judge and mother of three, noticed a strange thing about the way her 10-year-old did division. It was *al revés*. In North American schools, she thought with wonder, children learned to do their math backward.

For here, unlike in Latin America, the answer is written above the number being divided, not below and to the right of it.

Many details of everyday school life appeared different and confusing for the new immigrant. "We ignored many things about school activities, what state exams meant. We just didn't know what everybody else seemed to know," Cisne recalls.

Cisne and her husband Virgilio, a physician, learned more about the nuances of the new society by taking a free two-month course at Florida International University. The classes served to translate the mysteries of culture.

Scales of understanding

Imagine, for instance, trying to decipher a first report card with letter grades instead of numbers on a scale of 100. What does a 'B' mean? An 'S'? Or an 'I'? Whom can a parent talk to when a boy gets into trouble? How can a mother help her child with homework she can't read?

Or imagine more dire conditions: an ill child who must come home from school. The thermometer, the teachers explains, reads 101. 101 degrees? For immigrants used to the Centigrade scale, in which 37 is the normal body temperature, 101 is implausible, fatal.

"I had to ask for help," says Cisne, who has been here nine months. "You end up depending on others, even on your own children. It can be a trying change."

To ease that transition, the Family English Literacy Network targets immigrants who have been in this country less than five years. Now in it ninth year, the course is funded by the U.S. Office of Bilingual Education and Minority Languages Affairs and includes English classes, literacy improvement and parenting skills. It is not a new concept, but now it's in a different setting. At the turn of the century, other immigrants learned English and American culture at settlement houses.

Learning the basics

The curriculum at FIU is practical. During the three-times-a-week classes, parents learn how to apply for a job, how to order in English at a restaurant, how to fill out medical history forms, how to place emergency telephone calls and how to interpret nutritional information on food labels. Most classes are taught by part-timers who are also instructors at FIU and teachers of English for Speakers of Other Languages.

"Their two most pressing concerns are to learn English so they can find good employment and to understand the new society so they can help their children," explains Delia Garcia, project director. "There is also a very real lack of knowledge of the edu-

Turn to **CULTURE GAP** */ 3D*

Class attacks c... ...c-gap tra

CULTURE GAP / *from 1D*

cation system. They're use to a different system, one that doesn't require active participation. Traditionally, Hispanics are used to leaving education up to teachers and administration while here, parents are encouraged to participate."

In South Florida, more than 2,000 immigrant parents have graduated from one or more of the three levels. In Broward, about 30 Haitians attend class at Dillard Community School and Mount Olive Baptist Church. The program serves about 120 Hispanics in Dade every time the three levels are offered. The makeup of the student population has changed since the project started.

"It's an interesting pattern, and it reflects Dade County," Garcia explains. "In the initial years, it was mostly Cubans. Within the past five years, we've seen a gradual change. It's now primarily Nicaraguan, Salvadorans, a few Puerto Ricans."

All immigrant parents, regardless of homeland, face something akin to "cultural gap," Garcia adds. It can be a frightening experience to watch one's child become the person the family must turn to for guidance because of language. This role reversal threatens parents who are already intimidated by not knowing English.

"The kids use English as a power tool, sometimes to hide things from parents," says Maggie Hernandez, one of the project coordinators. "The parents complain that they have to depend on their kids for the language and that they are losing control."

After taking the FIU course, Basilio Baez, a former Cuban political prisoner and father of five, was better able to understand "the freedoms offered to American youths." He doesn't necessarily agree with them.

"Here, the children have certain liberties that in Latin countries you don't find. Here, they're 18 and they move out of the house on their own or with a friend. How can a parent then know who are his child's friends, where he is going, what he is doing?" asks Baez.

Baez's two youngest children, both in their early 20s, still live at home. The FIU course taught him "You can't be too strict. You have to be tolerant, with conditions."

Garcia says parenting skills must be taught with care and tact. Using a parents' manual published in Spanish, instructors try to make immigrants understand that their bicultural children grow up in two different environments — one at home and another at school.

"Hispanics tend to be very protective, but in school, children are taught to be independent," Garcia explains. "It can create incredible frustrations."

Examples are many and varied: A girl's social life becomes a problem because some fathers are unwilling to let young daughters date. Mothers want to check on kids during school lunch to make sure they are eating all their food. Children are not allowed to join camping groups or participate in sleep-over activities. Drugs are not discussed because many believe them to be a taboo topic, like sex.

"What we convey to them is that it's necessary not only to be bilingual but to be bicultural too. You don't forget your own culture, but you do select from the other culture. We ask them: What does this new culture have to offer to make your life better? It has to be done very delicately," Garcia says.

WALTER MICHOT / N

Mildgro Cisne reading with her children: from left, Franco, 10; Lucienne, 7; and Virg

Alejandro Espinoza of Peru says his two oldest children, who are 11 and 9, sometimes complain that their friends are allowed to do things they can't. When they are taken to religious school, they whine about kids who can stay at home to watch television or play. It is easy for a parent to try to clamp down on the child too harshly, he adds, when the adult notices he is losing control.

"Our children," he explains, "adopt the new customs. S... ...e good and some don't agre... upbringing. The course te... ...something" ...practical...

The next Family English Literacy Network course begins in mid-October. For more information on registration, call 554-2647.

REFERENCES

REFERENCES

Bayer, D.L. (1985, August). Variables in effective interagency relationships. Earlier version of this presented at the Annual Convention of the American Psychological Association, Los Angeles, CA. (ERIC Document Reproduction Service No. ED 267 339)

Brown, A. (Ed.). (1979). Networking for interagency collaboration: Integrating technology and human service delivery. Report of a satellite-assisted interactive television conference. Washington, D.C.: Office of Education, Teach Corps. (ERIC Document Reproduction Service No. ED 211 113)

Dennis-Small, L. (1986). Interagency child abuse network project. Annual report: Innovations in protected services. Washington, D.C.: Office of Human Development Services. (ERIC Document Reproduction Service No. ED 277 475)

Evero, N.A. (1979, April). The emerging use of networks in education. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. ED 175 150)

Hohmann, L. (1985). Interorganizational collaboration in continuing professional education. In R.M. Cervero & C.I. Scanlan (Eds.), Problems and prospects in continuing professional education, New Directions for Continuing Education, no. 27, San Francisco: Jossey Bass.

Lewis, A.J., & Blalock, C.D. (1981). Cooperative network of learning systems. The Education Digest.

Lins, L.J., & Krupa, W.E. (1976). IGE networks and educational renewal. Journal of Teacher Education, 27(3), 242-249.

Olsen, K.R. (1983). Obtaining related services through local interagency collaboration. Washington, D.C.: Office of Special Education and Rehabilitative Services. (ERIC Document Reproduction Service No. ED 239 439)

Peterson, G.T. (1975). Networking and audiovisual materials. Audiovisual Instruction, 78-82.

Piktalis, D.S. (1980). Planning a statewide training network: A case study in developing interorganizational relationships. Educational Gerontology: An International Quarterly, 5, 33-43.

Provan, K.G., Beyer, J.M. & Kruytbosh, C. (1980). Environmental linkages and power in resource-dependance relations between organizations. Administrative Science Quarterly, 25, 200-225.